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ABSTRACT

This book focuses on a range of instructional practices that promote children's understanding and build meaning into their academic learning experience. Actual practices uncovered in a 2-year investigation of 140 classrooms in a variety of high-poverty school settings are described and analyzed in a comprehensive demonstration of what meaning-oriented instruction can achieve among children for whom basic skills instruction has been the target. Following an introduction, "The Teaching Challenge in High-Poverty Classrooms" by Michael S. Knapp, the chapters are as follows: (1) "Managing Academic Learning Environments (Heather McCollum); (2) "Engaging Children of Diverse Backgrounds" (Patrick M. Shields); (3) "Emphasizing Conceptual Understanding and Breadth of Study in Mathematics Instruction" (Andrew A. Zucker); (4) "Aiming Reading Instruction at Deeper Understanding" (Nancy E. Adelman); (5) "Focusing Writing Instruction on Meaningful Communication" (Margaret C. Needels); (6) "Supplementing Classroom Instruction: Implications for Meaning-Oriented Instruction" (Brenda J. Turnbull); (7) "The Outcomes of Teaching for Meaning in High Poverty Classrooms" (Michael S. Knapp, Camille Marder, Andrew A. Zuckerman, Nancy E. Adelman, and Margaret C. Needels); (8) "Forces inside the Classroom Linked with Teaching for Meaning" (Michael S. Knapp); (9) "The School and District Environment for Meaning-Oriented Instruction" (Michael S. Knapp, Patrick M. Shields, and Christine Padilla); and (10) "Conclusion: Teaching for Meaning in High-Poverty Classrooms" (Michael S. Knapp, Patrick M. Shields, and Brenda J. Turnbull). Appendix A contains notes on methods and measures, and appendix B contains three statistical tables. (Contains 19 figures, 3 tables, and 43 references.) (SLD)